DOCUMENT RESUME

ED 060 929 PS 005 349

TITLE	PACE: Primary Educational Male Confrere. End of Project Evaluation.
INSTITUTION	Kansas Unified School District 210, Hugoton.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
BUREAU NO	BR-67951
PUB DATE	Jul 69
GRANT	OEG-3-6-001585-2139
NOTE	100p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Academic Achievement; Analysis of Variance; Elementary School Students; Emotional Development; Family Life; Females; Identification (Psychological); Individual Development; *Interaction Process Analysis; *Males; Parent Child Relationship; Program Evaluation; Projects; Role Perception; Self Concept; Sex Education; Skill Development; Statistical Analysis; *Student Teacher Relationship; *Teacher Influence; Teacher Role; *Team Teaching; Testing
IDENTIFIERS	Elementary and Secondary Education Act Title 3

ABSTRACT

An attempt was made to determine whether or not the male influence of teacher Confreres can bring about significant improvement in academic achievement, personality development, and sex role identification over a three-year period of time. Analysis of variance was used as the statistical process for determining tests of significance. The experimental classes are the children represented in this project. Both the control and experimental groups were given standardized achievement tests, appropriate for the grade, on corresponding dates. There was no significant difference between the control and experimental groups in the academic achievement of the children in areas of reading comprehension and arithmetic for the first and second grade group. There was found to be a significant difference in both reading and math for the first grade group. It is concluded that the confrere concept helps the child to develop his social skills and emotional characteristics. Boys as well as girls benefit from their association with an adult male. Each child is able to observe the man's actions and characteristics and to draw personal conclusions regarding the male teacher. (CK)

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PACE

PRIMARY EDUCATIONAL MALE CONFRERE

End of Project Evaluation

PS 005349

DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
OFFICE OF EDUCATION
WASHINGTON D.C. 20202

ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965 (P.L. 89-10)
TITLE III DATA FORM

THIS BLOCK FOR U.S.D.E. USE ONLY	PROJECT NUMBER	STATE CODE	COUNTY CODE	REGION CODE	STATE ALLOTMENT

SECTION A - PROJECT INFORMATION

1. Reason for submission of this form (check one)
   (a) ____ Initial application for Title III grant or resubmission
   (b) ____ Application for continuation grant
   (c) X End of budget period report

2. In all cases except initial application give OE assigned project number 1585

3. Major description of Project: (Check one only)
   A. X Innovative
   ____ Exemplary
   C. ____ Adaptive

4. Type(s) of activity (Check one or more)
   A. ____ Planning of Program
   B. ____ Planning of Construction
   C. X Conducting Pilot Activities
   D. X Operation of program
   E. ____ Constructing
   F. ____ Remodeling

5. Project Title (5 words or less)
   PRIMARY EDUCATIONAL MALE CONFRERE

6. Briefly summarize the purpose of the proposed project and give the item number of the area of major emphasis as listed in Sec. 303, P.L. 89-10 (See instructions)

   To provide a male teacher at each of three primary grade levels (four rooms per grade level) to effect a male identity element for a three year period without the loss of the female identity element for the purpose of evaluating sex-role identification, personality development and classroom achievement.

   ITEM NO. 8

7. Name of applicant (Local Education Agency)
   Unified School District #210

8. Address (Number, Street, City, State, Zip Code)
   115 W. 11th, Hugoton, Kansas 67951

9. Name of County
   Stevens

10. Congressional District
    First

11. Name of Project Director
    Charles O. Stones

12. Address (Number, Street, City, Zip Code)
    304 E. 6th, Hugoton, Kansas 67951
    Phone Number 544-4736
    Area Code 316

13. Name of person authorized to receive grant (please type)
    Hugh A. Cowan

14. Address (Number, Street, City, Zip Code)
    115, W. 11th, Hugoton, Kansas 67951
    Phone Number 544-4397
    Area Code 316

15. Position or Title
    Superintendent of Schools

Signature of Person Authorized to Receive Grant
Hugh A. Cowan

Date Submitted
7 - 11 - 69

SECTION A - Continued

16. List the number of each congressional district served

1

17a. Total number of counties served 1

b. Total number of LEA's served 1

c. Total estimated population in geographic area served 4800

18. Latest average per pupil ada expenditure of local education agencies served

$849.03

SECTION B - TITLE III BUDGET SUMMARY FOR PROJECT (Include amount from item 2c below)

1.	Previous OE Grant Number	Beginning Date (Month, Year)	Ending Date (Month, Year)	Funds Requested
A. Initial Application or Resubmission		August, 1966	June, 1967	$11,288.20
B. Application for First Continuation Grant	1585	August, 1967	June, 1968	23,363.80
C. Application for Second Contunuation Grant	1585	August, 1968	June, 1969	39,583.00
D. Total Title III Funds				$74,235.00
E. End of Budget Period Report	1585		June, 1969	

2. Complete the following items only if this project includes construction, acquisition, remodeling, or leasing of facilities for which Title III funds are requested. Leave blank if not appropriate.

A. Type of function (Check applicable boxes)

1.____Remodeling of facilities 2. ____Leasing of Facilities 3.____Acquisition of Facilities

4.____Construction of Facilities 5. ____Acquisition of Built-in Equipment

B.

1. Total Square Feet in the proposed Facility ________

2. Total Square Feet in the Facility to be Used for Title III Programs ________

3. Amount of Title III Funds Requested for Facility $________

SECTION C - SCHOOL ENROLLMENT, PROJECT PARTICIPATION DATA AND STAFF MEMBERS ENGAGED

1.		Pre-kindergarten	Kindergarten	Grades 1-6	Grades 7-12	Adult	Other	Totals	Staff members engaged in in-service training for project
A. School Enrollment in Geographic area served	(1) Public	0	92	480	521	50	4	1147	
	(2) Non-Public	0	0	0	0	0	0	0	
B. Persons Served by Project	(1) Public	0	0	241	0	0	0	241	34
	(2) Non-Public	0	0	0	0	0	0	0	0
	(3) Not Enrolled	0	0	0	0	0	0	0	0
C. Additional Persons Needing Service	(1) Public	0	0	0	0	0	0	0	0
	(2) Non-Public	0	0	0	0	0	0	0	0
	(3) Not Enrolled	0	0	0	0	0	0	0	

SECTION C - CONTINUED

2. Total Number of Participants by Race (Applicable to figures given in item 1B above)	White	Negro	American Indian	Other Non-white	Total
	217	5	2	17	241

3. RURAL/URBAN DISTRIBUTION OF PARTICIPANTS SERVED OR TO BE SERVED BY PROJECT

	RURAL		METROPOLITAN AREA		
PARTICIPANTS	Farm	Non-Farm	Central City	Non-Central City	Other Urban
% of total no. served	100				

SECTION D - PERSONNEL FOR ADMINISTRATION AND IMPLEMENTATION OF PROJECT

1. PERSONNEL PAID BY TITLE III FUNDS

	REGULAR STAFF ASSIGNED TO PROJECT			NEW STAFF HIRED FOR PROJECT		
TYPE OF PAID PERSONNEL	Full-time 1	Part-time 2	Full-time Equivalent 3	Full-time 4	Part-time 5	Full-time Equivalent 6
A. Administration/ Supervision						
B. Teacher:						
(1) Pre-kindergarten						
(2) Kindergarten						
(3) Grades 1-6			3			3
(4) Grades 7-12						
(5) Other						
C. PUPIL PERSONNEL SERVICES						
D. OTHER PROFESSIONAL						
E. ALL NON-PROFESSIONAL						

F. FOR ALL CONSULTANTS PAID BY TITLE III FUNDS (1) Total Number Retained________ (2) Total Calendar Days Retained________

2. PERSONNEL NOT PAID BY TITLE III FUNDS

	REGULAR STAFF ASSIGNED TO PROJECT			NEW STAFF HIRED FOR PROJECT		
TYPE OF UNPAID PERSONNEL	Full-time 1	Part-time 2	Full-time Equivalent 3	Full-time 4	Part-time 5	Full-time Equivalent 6
A. Administration/ Supervision			.20			
B. Teacher						
(1) Pre-kindergarten						
(2) Kindergarten						
(3) Grades 1 to 6	12					
(4) Grades 7-12						
(5) Other		3	1 3/4			
C. Pupil Personnel Services		3	1 2/7			
D. Other Professional						
E. All Non-Professional						

F. FOR ALL CONSULTANTS PAID BY TITLE III FUNDS (1) Total Number Retained 0 (2) Total Calendar Days Retained 0

SECTION E. - NUMBER OF PERSONS SERVED OR TO BE SERVED AND ESTIMATED COST DISTRIBUTION

MAJOR PROGRAM OR SERVICES	TOTAL NUMBER SERVED OR TO BE SERVED						Non Public School Pupils Included (7)	Estimated Cost (8)
	Pre-K (1)	K (2)	1-6 (3)	7-12 (4)	Adult (5)	Other (6)		
1. EVALUATIVE PROGRAMS								
A. Deficiency Survey (Area needs)								
B. Curriculum Requirements Study (Including Planning for Future Need)								
C. Resource Availability and Utilization Studies								
2. INSTRUCTION AND/OR ENRICHMENT								
a. Arts (Music, Theater, Graphics, Etc.)								
b. Foreign Languages								
c. Language Arts (English Improvement)								
d. Remedial Reading								
e. Mathematics								
f. Science								
g. Social Studies/ Humanities								
h. Physical Fitness/ Recreation								
i. Vocational/ Industrial Arts								
j. Special-Physically Handicapped								
k. Special-Mentally Retarded								
l. Special-Disturbed (Incl. Delinquent)								
m. Special-Dropout								
n. Special-Minority groups								
3. INSTRUCTION ADDENDA								
a. Educational TV/Radio								
b. Audio-Visual Aids								
c. Demonstration/ Learning Centers			241					
d. Library Facilities								
e. Material and/or Service Centers								
f. Data Processing								
4. PERSONAL SERVICES								
a. Medical/Dental								
b. Social/Psychological								
5. OTHER								

PART II - NARRATIVE REPORT

END OF BUDGET PERIOD REPORT

Unified School District #210, 115 West 11th, Hugoton,
Kansas 67951

Project Number 1585 OEG 3-6-001585-2139 Kansas

Budget Period October 1, 1968 - July 1, 1969

I. a. *Operational Activities*

The first objective was: *To determine whether or not the male influence of the Confreres will bring about significant improvement in academic achievement, personality development, and sex role identification over a three year period of time*.

The 1965-66 first grade class was selected as the control group in this study. They also served the following year as the control group in the second grade and this same class served as the control group in the third grade. The experimental classes are the children represented in this project.

Both the control and experimental groups were given standardized achievement tests, appropriate for the grade, on corresponding dates. The first grade was tested by using Form W, Primary I Battery of the

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Stanford Achievement Test, while the second grade groups were tested by using Form W, Primary II Battery of the Stanford Achievement Test. The third grade control group was tested by using Form I, Grade 3, of the Iowa Test of Basic Skills. The third grade experimental group was tested on corresponding dates to determine achevement progress for the three year period.

Analysis of variance was used as the statistical process for determining tests of significance.

The results of this statistical data may be found on pages following the explanation. There was no significant difference between the control and experimental groups in the academic achievement of the children in areas of reading comprehension and arithmetic for the 1966-1967 first grade group and the 1967-1968 second grade group. (See Tables I through IV.)

There was found to be a significant difference in both reading and math for the 1967-1968 first grade group. (See Tables V and VI.) The significant difference causing the rejection of the null hypothesis did not however, favor the experimental group, instead the control group was found to be in the more favorable position. As a possible

TABLE I

FIRST GRADE 1966-1967 READING COMPREHENSION

Control Group	(Scores as per grade level)	Experimental Group
4.00	High Score	4.00
1.60	Low Score	1.60
2.65	Mean	2.47
2.70	Median	2.50
3.10	Mode	2.90
.654	Standard Deviation	.526

Total Variance Data Subdivided into Two Components

Components	Sum of Squares	Degrees of Freedom	Mean Square
Between sets	1.09	1	1.09
Within sets	50.34	136	.37
Total	51.43	137	

$$F = \frac{1.09}{.37} = 2.95$$

The obtained F is smaller than that required for significance at the .01 or .05 point which is sufficient reason for accepting the null hypothesis.

TABLE II

SECOND GRADE 1967-68 READING COMPREHENSION

Control Group	(Scores as per grade level)	Experimental Group
6.40	High Score	5.70
1.40	Low Score	1.70
3.460	Mean	3.365
3.30	Median	3.40
3.15	Mode	2.80
.85	Standard Deviation	.82

Total Variance Data Subdivided into Two Components

Components	Sum of Squares	Degrees of Freedom	Mean Square
Between sets	.432	1	.432
Within sets	108.401	142	.763
Total	108.833	143	

$$F = \frac{.763}{.432} = 1.766$$

The obtained F is smaller than that required for significance at the .01 or .05 point which is sufficient reason for accepting the null hypothesis.

TABLE III

Control Group	(Scores as per grade level)	Experimental Group
5.50	High Score	3.50
1.40	Low Score	1.70
2.61	Mean	2.43
2.50	Median	2.40
2.40	Mode	2.40
.74	Standard Deviation	.38

Total Variance Data Subdivided into Two Components

Components	Sum of Squares	Degrees of Freedom	Mean Square
Between sets	1.10	1	1.10
Within sets	52.66	137	.38
Total	53.76	138	

$$F = \frac{1.10}{.38} = 2.89$$

The obtained F is smaller than that required for significance at the .01 or .05 point which is sufficient reason for accepting the null hypothesis.

TABLE IV

SECOND GRADE 1967-1968 MATHEMATICS

Control Group	(Scores as per grade level)	Experimental Group
4.60	High Score	4.40
2.15	Low Score	1.75
3.24	Mean	3.21
3.25	Median	3.15
2.75	Mode	2.95
.545	Standard Deviation	.549

Total Variance Data Divided into Two Components

Components	Sum of Squares	Degrees of Freedom	Mean Square
Between sets	0	1	0
Within sets	43.119	142	.304
Total	43.119	143	

$$F = \frac{0}{.304} = 0$$

The obtained F being o is sufficient reason for accepting the null hypothesis.

TABLE V

FIRST GRADE 1967-1968 READING COMPREHENSION

Control Group	(Scores as per grade level)	Experimental Group
4.00	High Score	4.00
1.60	Low Score	1.20
2.65	Mean	2.176
2.70	Median	1.90
3.10	Mode	1.70
.654	Standard Deviation	.693

Total Variance Data Divided into Two Components

Components	Sum of Squares	Degrees of Freedom	Mean Squares
Between sets	9.632	1	9.632
Within sets	78.590	170	.462
Total	88.222	171	

$$F = \frac{9.632}{.462} = 20.848$$

The obtained F is larger than that required for significance at the .01 point which is sufficient reason for rejecting the null hypothesis.

TABLE VI

FIRST GRADE 1967-1968 MATHEMATICS

Control Group	(Scores as per grade level)	Experimental Group
5.50	High Score	3.80
1.40	Low Score	1.20
2.61	Mean	2.19
2.50	Median	2.20
2.40	Mode	2.40
.74	Standard Deviation	.44

Total Variance Data Divided into Two Components

Components	Sum of Squares	Degrees of Freedom	Mean Square
Between sets	7.520	1	7.520
Within sets	62.180	171	.364
Total	69.700	172	

$$F = \frac{7.520}{.364} = 20.66$$

The obtained F is larger than that required for significance at the .01 point which is sufficient reason for rejecting the null hypothesis.

explanation for this finding two uncontrollable variables had to be reckoned with. The first and possibly the more significant of the two was the fact that two experienced and very knowledgeable first grade teachers had to be replaced by two beginning teachers. Even though the two beginning teachers are considered outstanding it is recognizable that they will become much more proficient after several years experience has been gained. The second uncontrollable variable was 80 children in the controlled group as compared with 92 in the experimental group. These two variables combined with a move into a new building at mid-year may have been responsible for the difference.

The results of the first grade (1968-1969) reading test indicated a significant difference at the .01 level of confidence between the means of the two groups with the significance favoring the control group. (See Table VII.) There was no significant difference in the mean scores in the mathematics area as indicated by Table VIII.

The reading and mathematics results of the second grade (1968-1969) test indicated a significant difference in means with the control group in the more favorable position in each case. The mean score in

TABLE VII

FIRST GRADE 1968-1969 READING COMPREHENSION

Control Group	(Scores as per grade level)	Experimental Group
4.00	High Score	4.0
1.60	Low Score	1.8
2.65	Mean	2.0
2.70	Median	1.8
3.10	Mode	1.6
.654	Standard Deviation	.514

Total Variance Data Divided into Two Components

Components	Sum of Squares	Degrees of Freedom	Mean Square
Between Sets	15.12	1	15.12
Within Sets	51.97	144	.361
Total	67.09	145	

$$F = \frac{15.12}{.361} = 41.88$$

The obtained F is larger than that required for significance at the .01 level of confidence which is sufficient reason for rejecting the null hypothesis.

TABLE VIII

FIRST GRADE 1968-1969 MATHEMATICS

Control Group	(Scores as per grade level)	Experimental Group
5.5	High Score	4.3
1.4	Low Score	1.3
2.61	Mean	2.237
2.5	Median	3.3
2.4	Mode	1.9
.74	Standard Deviation	.556

Total Variance Data Divided into Two Components

Components	Sum of Squares	Degrees of Freedom	Mean Square
Between Sets	1.11	1	1.11
Within Sets	64.46	122	.528
Totals	65.57	123	

$$F = \frac{1.11}{.528} = 2.10$$

The obtained F is smaller than that required for significance at the .01 or .05 level of confidence which is sufficient reason for accepting the null hypothesis.

the mathematics area was significant at the .05 level of confidence. The reading mean was significant at the .01 level of confidence. (Tables IX and X.) As the testing results of the children who had been with the program for three years was evaluated some interesting findings were revealed. Table I illustrated the mean score of the control group to be greater than the mean score of the first grade experimental group. Table II has shown that the same was true for this group when they were in the second grade but to a lesser degree. For the first time since the children started to school (as illustrated in Table XI) the mean score of the experimental group was larger than the mean score of the control group at the end of the three year study. The same findings are illustrated by comparing Tables III, IV, and XII for this group in the area of mathematics. Even though these differences are not significant they certainly indicate a trend that suggests favor for the program of instruction. An obvious unknown, however, is the unanswered question, "Was this difference due to the man or might it be due to the efforts of an extra teacher for a part of each day?" Interesting information is found in Table XIII

TABLE IX

SECOND GRADE 1968-1969 MATHEMATICS

Control Group	(Scores as per Grade Level)	Experimental Group
4.60	High Score	5.3
2.15	Low Score	1.5
3.24	Mean	3.026
3.25	Median	3.0
2.75	Mode	3.1
.545	Standard Deviation	.681

Total Variance Data Divided into Two Components

Components	Sum of Squares	Degrees of Freedom	Mean Square
Between Sets	1.727	1	1.727
Within Sets	60.273	155	.389
Totals	62.000	156	

$$F = \frac{1.727}{.389} = 4.440$$

The obtained F is larger than that required for significance at the .05 level of confidence which is sufficient reason for rejecting the null hypothesis.

TABLE X

SECOND GRADE 1968-1969 READING COMPREHENSON

Control Group	(Scores as per Grade Level)	Experimental Group
6.4	High Score	6.4
1.4	Low Score	1.4
3.460	Mean	3.069
3.30	Median	3.0
3.15	Mode	3.2 & 2.9
.85	Standard Deviation	.969

Total Variance Data Divided into Two Components

Components	Sum of Squares	Degrees of Freedom	Mean Square
Between Sets	5.996	1	5.996
Within Sets	128.678	156	.825
	134.674	157	

$$F = \frac{5.996}{.825} = 8.268$$

The obtained F is larger than that required for significance at the .01 level of confidence which is sufficient reason for rejecting the null hypothesis.

TABLE XI

THIRD GRADE 1968-1969 READING COMPREHENSION

Control Group	(Scores as per Grade Level)	Experimental Group
6.5	High Score	6.6
1.9	Low Score	1.1
4.64	Mean	4.71
4.7	Median	4.8
4.9	Mode	4.7 & 5.3
1.023	Standard Deviation	1.09

Total Variance Data Divided into Two Components

Components	Sum of Squares	Degrees of Freedom	Mean Square
Between Sets	.319	1	.319
Within Sets	123.847	109	1.136
Total	124.166	110	

$$F = \frac{.319}{1.136} = .281$$

The obtained F is smaller than that required for significance at the .01 or .05 level which is sufficient reason for accepting the null hypothesis.

TABLE XII

THIRD GRADE 1968-1969 MATHEMATICS

Control Group	(Scores as per grade level)	Experimental Group
6.2	High Score	5.9
2.5	Low Score	1.9
4.472	Mean	4.553
4.6	Median	4.55
4.9	Mode	4.5 & 4.8
.809	Standard Deviation	.723

Total Variance Data Divided into Two Components

Components	Sum of Squares	Degrees of Freedom	Mean Square
Between Sets	.216	1	.216
Within Sets	65.765	100	.658
Totals	65.981	101	

$$F = \frac{.216}{.658} = .328$$

The obtained F is smaller than that required for significance at the .01 or .05 level of confidence which is sufficient reason for accepting the null hypothesis.

relative to the increase in reading achievement between the first and third grade for both the control group and the third year experimental group. The experimental group made a significant gain at the .05 level of confidence over the control group. This may be the most significant finding of all in the achievement area. Only those children in the experimental group were used who had been in the project from the beginning and only those children in the control group were used who had been in our school the entire three years.

Table XIV reveals the achievement expectancy comparison with the achievement test score in both the control and experimental groups for the boys who had completed the three year program. The formula for determining the achievement expectancy was IQ times grade level at the time of testing. To determine the over or under achiever we used the achievement test score and related it to the expectancy. Rank order of the plus and minus scores then permitted an analysis of variance to be computed for the test of significance.

The experimental group had a +1.3 higher mean over achievement than did the control group. This difference, however, was not significant at the .05 level of confidence.

TABLE XIII

INCREASE FROM FIRST TO THIRD GRADE

Control Group	(Scores as per Grade Level)	Experimental Group
3.8	Greatest Increase	3.6
.2	Smallest Increase	.2
2.0	Mean	2.318
2.1	Median	2.35
2.1	Mode	2.2
.76	Standard Deviation	.78

Total Variance Data Divided into Two Components

Components	Sum of Squares	Degrees of Freedom	Mean Square
Between Sets	2.725	1	2.725
Within Sets	64.796	107	.606
Totals	67.521	108	

$$F = \frac{2.725}{.606} = 4.497$$

The obtained F is larger than that required for significance at the .05 level of confidence which is sufficient reason for rejecting the null hypothesis.

TABLE XIV

ACHIEVEMENT EXPECTANCY COMPARED WITH ACHIEVEMENT SCORE - THIRD YEAR GROUP

Control Group	(Scores as per Grade Level)	Experimental Group
2.2	Highest Overachievement	2.154
-1.8	Lowest Underachievement	-2.738
.326	Mean	.613
.4	Median	.812
---	Mode	---
.79	Standard Deviation	1.03

Total Variance Data Divided into Two Components

Components	Sum of Squares	Degrees of Freedom	Mean Square
Between Sets	1.239	1	1.239
Within Sets	50.097	57	.879
Total	51.336	58	

$$F = \frac{1.239}{.879} = 1.41$$

The obtained F is smaller than that required for significance at the .01 or .05 point which is sufficient reason for accepting the null hypothesis.

Tables XV through XVII illustrate that there is no significant difference in the intelligence of the control and experimental groups. This was found to be true with all groups used in this study.

Personality Development.

To measure the personality development of the children Form AA of the California Test of Personality was given each group in the fall on September 10, 11 and 12. The same test was given in the spring on May 19, 20, and 21. The data for boys and girls was kept separate. This data was statistically treated by using analysis of variance. The mean score at all grade levels for both boys and girls was greater in the spring than it was in the fall. In fact both boys and girls at the first and second grade levels had a significant difference in personality development from fall to spring testing. (See Tables XVIII through XXI.) The third year boys and girls had a mean growth from fall to spring.(See Tables XXII and XXIII.) This growth was not significant which suggests the possibility of a saturation point which may have been reached prior to third grade. This also might indicate the importance of these early years in the area of personality development.

Sex-role Identification.

The sex-role identification analysis was made from

TABLE XV

FIRST GRADE 1966-1967 INTELLIGENCE QUOTIENT

Control Group	(Scores as per I.Q.)	Experimental Group
141	High Score	133
70	Low Score	90
108.93	Mean	111.41
109	Median	112
112	Mode	116
14.54	Standard Deviation	9.21

Total Variance Data Divided into Two Components

Components	Sum of Squares	Degrees of Freedom	Mean Square
Between sets	196.91	1	196.91
Within sets	19806.59	127	155.96
Total	20003.50	128	

$$F = \frac{196.91}{155.96} = 1.27$$

The obtained F is smaller than that required for significance at the .01 or .05 point which is sufficient reason for accepting the null hypothesis.

TABLE XVI

FIRST GRADE 1967-1968 INTELLIGENCE QUOTIENT

Control Group	(Scores as per I.Q.)	Experimental Group
141	High Score	150
70	Low Score	73
108.93	Mean	110.18
109	Median	110
112	Mode	114
14.54	Standard Deviation	14.9

Total Variance Data Divided into Two Components

Components	Sum of Squares	Degrees of Freedom	Mean Square
Between sets	61.53	1	61.53
Within sets	34863.75	158	220.47
Total	34925.28	159	

$$F = \frac{220.47}{61.53} = 3.58$$

The obtained F is smaller than that required for significance at the .01 or .05 point which is sufficient reason for accepting the null hypothesis.

TABLE XVII

FIRST GRADE 1968-1969 INTELLIGENCE QUOTIENT

Control Group	(Scores as per I.Q.)	Experimental Group
141	High Score	137
70	Low Score	83
108.93	Mean	107.047
109	Median	107
112	Mode	108
14.54	Standard Deviation	14.28

Total Variance Data Divided into Two Components

Components	Sum of Squares	Degrees of Freedom	Mean Square
Between sets	86.14	1	86.14
Within sets	23568.138	111	212.33
Total	23654.78	112	

$$F = \frac{86.14}{212.33} = .406$$

The obtained F is smaller than that required for significance at the .01 or .05 level of confidence which is sufficient reason for accepting the null hypothesis.

TABLE XVIII

FIRST GRADE BOYS 1968-1969 PERSONALITY TEST SCORES

Fall Testing	(Scores as per percentile)	Spring Testing
85	High Score	87
36	Low Score	39
24.156	Mean	41.031
55	Median	69
55	Mode	63
19.89	Standard Deviation	30.409

Total Variance Data Divided into Two Components

Components	Sum of Squares	Degrees of Freedom	Mean Square
Between sets	4555.712	1	4555.712
Within sets	28480.114	62	459.357
Total	33035.826	63	

$$F = \frac{4555.712}{459.357} = 9.918$$

The obtained F is larger than required for significance at the .01 level of confidence which is sufficient reason for rejecting the null hypothesis.

TABLE XIX

FIRST GRADE GIRLS 1968-1969 PERSONALITY TEST SCORES

Fall Testing	(Scores as per percentile)	Spring Testing
84	High Score	86
37	Low Score	50
29.480	Mean	41.200
67	Median	71
61 & 67	Mode	64
20.423	Standard Deviation	18.990

Total Variance Data Divided into Two Components

Components	Sum of Squares	Degrees of Freedom	Mean Square
Between sets	1717	1	1717
Within sets	19447.926	48	405.165
Total	21154.926	49	

$$F = \frac{1717}{405.165} = 4.238$$

The obtained F is larger than required for significance at the .05 level of confidence which is sufficient reason for rejecting the null hypothesis.

TABLE XX

SECOND GRADE BOYS 1968-1969 PERSONALITY TEST SCORES

Fall 1967	(Scores as per percentile)	Spring 1969
90	High Score	90
2	Low Score	2
29.60	Mean	40.285
30	Median	40
30	Mode	40
21.75	Standard Deviation	26.6125

Total Variance Data Divided into Two Components

Components	Sum of Squares	Degrees of Freedom	Mean Square
Between sets	2397.108	1	2397.108
Within sets	45423.283	82	553.942
Total	47820.391	83	

$$F = \frac{2397.108}{553.942} = 4.309$$

The obtained F is larger than required for significance at the .05 level of confidence which is sufficient reason for rejecting the null hypothesis.

TABLE XXI

SECOND GRADE GIRLS 1968-1969 PERSONALITY TEST SCORES

Fall 1967	(Scores as per percentile)	Spring 1969
70	High Score	90
2	Low Score	2
31.38	Mean	45.062
30	Median	45
30	Mode	30
15.67	Standard Deviation	22.7965

Total Variance Data Divided into Two Components

Components	Sum of Squares	Degrees of Freedom	Mean Square
Between sets	2995.136	1	2995.136
Within sets	24726.933	62	398.822
Total	27722.069	63	

$$F = \frac{2995.136}{398.822} = 7.51$$

The obtained F is larger than required for significance at the .01 level of confidence which is sufficient reason for rejecting the null hypothesis.

TABLE XXII

THIRD GRADE BOYS 1969 PERSONALITY TEST SCORES

Fall testing	(Scores as per percentile)	Spring testing
80	High Score	90
2	Low Score	5
36.63	Mean	45.69
40	Median	40
40	Mode	40
17.59	Standard Deviation	22.866

Total Variance Data Divided into Two Components

Components	Sum of Squares	Degrees of Freedom	Mean Square
Between sets	1149.176	1	1149.176
Within sets	23303.336	54	431.543
Totals	24452.512	55	

$$F = \frac{1149.176}{431.543} = 2.663$$

The obtained F is smaller than that required for significance at the .01 or .05 level which is sufficient reason for accepting the null hypothesis.

TABLE XXIII

THIRD GRADE GIRLS 1969 PERSONALITY TEST SCORES

Fall testing	(Scores as per percentile)	Spring testing
80	High Score	90
5	Low Score	5
40	Mean	38.96
40	Median	40
43	Mode	40
23.40	Standard Deviation	25.614

Total Variance Data Divided into Two Components

Components	Sum of Squares	Degrees of Freedom	Mean Square
Between sets	12.42	1	12.42
Within sets	27683.438	44	629.169
Total	27695.858	45	

$$F = \frac{12.42}{629.169} = .02$$

The obtained F is smaller than that required for significance at the .01 or .05 level which is sufficient reason for accepting the null hypothesis.

the Draw a Person Test given in the fall and again in the spring. This information was analyzed by Guy L. Scott, PhD., and an analysis of variance treatment was used.

Comparison of scores on the drawing of a person by the children of the first grade reveals that the class as a whole made a significant growth in psycho-sexual role identification over the school year. For 55 children the F-ratio is found to be 6.581; since this is above the 4.02 required for significance at the five percent level of confidence, it is interpreted that the change in scores must not be merely a chance variation. The group of boys in the class definitely project more masculinity on the test, as shown by the analysis of variance. The resulting F-ratio indicates a probability less than five in one hundred that the change in test scores may be a result of chance, thus it may be accepted as evidence of a real change. Scores of the girls fail to meet this test of significance, although there is seen to be greater feminine tendency at the close of the year than at the beginning. (See Tables XXIV through XXVI.)

Analysis of variance reveals that over the two year span during which the second graders have been in the project, the group as a whole has made a significant change in psychosexual role identification, as measured by their drawings of the human figure. For the total group of 58 boys and girls, and for the 25 girls, the F-ratios are significant above the five percent level. That is, for these groups there is less than five percent chance that the measured difference results from chance. Although the boys made some gain in masculine role projection, the F-ratio is below that required for significance at the five percent level.

Over the past school year, only the girls made a change in psychosexual role identification significant at the five percent level. The boys made a slight gain in masculine identification, but this was not so strong. (See Tables XXVII through XXIX.)

Since this is the third year in the project for a number of the pupils of the third grade, it is possible to compare the drawings they made in May 1969 not only with those of the beginning of the same school year but with those made in the fall of 1966, at the outset of the project. Over the span of nearly three years, then, the total change in psychosexual image is shown. For 25 boys the analysis of variance produces an F of 6.911, thus the difference in image, with the group of boys apparently identifying themselves more masculinely at the close than at

TABLE XXIV

FIRST GRADE BOYS 1968-1969 CHANGE IN PSYCHOSEXUAL IMAGE

Total Variance Data Divided into Two Components

Components	Sum of Squares	Degrees of Freedom	Mean Square
Between sets	12.149	1	12.149
Within sets	70.434	27	2.609
Total	82.583	28	

$$F = \frac{12.149}{2.609} = 4.657$$

The obtained F is larger than that required for significance at the .o5 level of confidence which is sufficient reason for rejecting the null hypothesis.

TABLE XXV

FIRST GRADE GIRLS 1968-1969 CHANGE IN PSYCHOSEXUAL IMAGE

Total Variance Data Divided into Two Components

Components	Sum of Squares	Degrees of Freedom	Mean Square
Between sets	7.220	1	7.220
Within sets	49.280	22	2.240
Total	56.500	23	

$$F = \frac{7.220}{2.240} = 3.223$$

The obtained F is smaller than that required for significance at the .05 level of confidence which is sufficient reason for accepting the null hypothesis.

TABLE XXVI

FIRST GRADE TOTAL GROUP 1968-1969 CHANGE IN PSYCHOSEXUAL IMAGE

Total Variance Data Divided into Two Components

Components	Sum of Squares	Degrees of Freedom	Mean Square
Between sets	19.237	1	19.237
Within sets	151.854	52	2.920
Total	171.091	53	

$$F = \frac{19.237}{2.920} = 6.581$$

The obtained F is larger than that required for significance at the .05 level of confidence which is sufficient reason for rejecting the null hypothesis.

TABLE XXVII

SECOND GRADE BOYS 1967-1969 CHANGE IN PSYCHOSEXUAL IMAGE

Total Variance Data Divided into Two Components

Components	Sum of Squares	Degrees of Freedom	Mean Square
Between sets	6.683	1	6.683
Within sets	143.272	30	4.776
Total	149.955	31	

$$F = \frac{6.683}{4.776} = 1.3999$$

The obtained F is smaller than that required for significance at the .05 level of confidence which is sufficient reason for accepting the null hypothesis.

TABLE XXVIII

SECOND GRADE GIRLS 1967-1969 CHANGE IN PSYCHOSEXUAL IMAGE

Total Variance Data Divided into Two Components

Components	Sum of Squares	Degrees of Freedom	Mean Square
Between sets	11.520	1	11.520
Within sets	37.360	22	1.698
Total	48.880	23	

$$F = \frac{11.520}{1.698} = 6.784$$

The obtained F is larger than that required for significance at the .05 level of confidence which is sufficient reason for rejecting the null hypothesis.

TABLE XXIX

SECOND GRADE TOTAL GROUP 1967-69 CHANGE IN PSYCHOSEXUAL IMAGE

Total Variance Data Divided into Two Components

Components	Sum of Squares	Degrees of Freedom	Mean Square
Between sets	17.457	1	17.457
Within sets	215.121	55	3.911
Total	232.578	56	

$$F = \frac{17.457}{3.911} = 4.464$$

The obtained F is larger than that required for significance at the .05 level of confidence which is sufficient reason for rejecting the null hypothesis.

the beginning of the period, is probably not due to chance fluctuation, since there is less than one chance in one hundred that the obtained differences in role identity scores may be due to that source. Thus it may reasonably be interpreted that a very real modification of psychosexual role identity was attained.

For the 21 girls whose drawings are available for both the close and the beginning of the three school years, the variance between groups is but a bit over twice that within groups, so a significant difference is not found. However, this is largely a function of the small size of the group. When the variances for the combined groups of boys and girls are analyzed, the difference again becomes quite significant, as the probability that the source of variation is due to chance is seen to be less than one in one hundred. Over the past year the boys have become somewhat more masculine, but the F-ratio is only 3.170 for the 29 boys for whom pre-test and post-test scores are available. The chances are more than five in one hundred, then, that such a difference may be due to chance factors. Neither is the change significant in the statistical sense for the 32 girls. When the groups are combined and variance of the total is analyzed, F-ratio is 3.902, slightly less than the 4.000 required for significance at the five percent level of confidence. It is seen, therefore, that the significant modification in psychosexual role identification of these children occurred within the first two years of the project--while they were in the first and second grades.

The lack of significant change in identity during the past school year cannot be ascribed with any degree of confidence to the lack of masculine model in their classroom, since the same male confrere was with them through all three grades. It seems much more reasonable to infer that the reduction in this effect may have been due to a sort of saturation; once a boy becomes strongly masculine or a girl becomes strongly feminine there is relatively little room for them to become more so. And this seems to have been largely the case with these children. By the close of the third grade, only four boys and one girl had failed to attain same-sex identification. (See Tables XXX through XXXV.)

Table XXXVI indicated there was a significant difference in sex-role identification of both boys and girls of the 1966-1967 group. The null hypothesis in this case states that the measures of role identity obtained from the first grade pupils under study will be essentially equal in November and May, with

TABLE XXX

THIRD GRADE BOYS 1966-1969 CHANGE IN PSYCHOSEXUAL IMAGE

Total Variance Data Divided into Two Components

Components	Sum of Squares	Degrees of Freedom	Mean Square
Between sets	24.500	1	24.500
Within sets	78.000	22	3.545
Total	102.500	23	

$$F = \frac{24.500}{3.545} = 6.911$$

The obtained F is larger than that required for significance at the .05 level of confidence which is sufficient reason for rejecting the null hypothesis.

TABLE XXXI

THIRD GRADE GIRLS 1966-1969 CHANGE IN PSYCHOSEXUAL IMAGE

Total Variance Data Divided into Two Components

Components	Sum of Squares	Degrees of Freedom	Mean Square
Between sets	4.024	1	4.024
Within sets	33.809	18	1.878
Total	47.833	19	

$$F = \frac{4.024}{1.878} = 2.143$$

The obtained F is smaller than that required for significance at the .05 level of confidence which is sufficient reason for accepting the null hypothesis.

TABLE XXXII

THIRD GRADE GIRLS 1968-1969 CHANGE IN PSYCHOSEXUAL IMAGE

Total Variance Data Divided into Two Components

Components	Sum of Squares	Degrees of Freedom	Mean Square
Between sets	10.563	1	10.563
Within sets	91.875	29	3.151
Total	102.438	30	

$$F = \frac{10.563}{3.151} = 3.352$$

The obtained F is smaller than that required for significance at the .05 level of confidence which is sufficient reason for accepting the null hypothesis.

TABLE XXXIII

THIRD GRADE TOTAL GROUP 1968-69 CHANGE IN PSYCHOSEXUAL IMAGE

Total Variance Data Divided into Two Components

Components	Sum of Squares	Degrees of Freedom	Mean Square
Between sets	16.188	1	16.188
Within sets	240.591	58	4.148
Total	256.779	59	

$$F = \frac{16.188}{4.148} = 3.902$$

The obtained F is smaller than that required for significance at the .05 level of confidence which is sufficient reason for accepting the null hypothesis.

TABLE XXXIV

THIRD GRADE TOTAL GROUP 1966-69 CHANGE IN PSYCHOSEXUAL IMAGE

Total Variance Data Divided into Two Components

Components	Sum of Squares	Degrees of Freedom	Mean Square
Between sets	25.044	1	25.044
Within sets	117.826	43	2.740
Total	142.870	44	

$$F = \frac{25.044}{2.740} = 9.140$$

The obtained F is larger than that required for significance at the .01 level of confidence which is sufficient reason for rejecting the null hypothesis.

TABLE XXXV

THIRD GRADE BOYS 1968-1969 CHANGE IN PSYCHOSEXUAL IMAGE

Total Variance Data Divided into Two Components

Components	Sum of Squares	Degrees of Freedom	Mean Square
Between sets	17.655	1	17.655
Within sets	144.828	26	5.570
Total	162.483	27	

$$F = \frac{17.655}{5.570} = 3.170$$

The obtained F is smaller than that required for significance at the .05 level of confidence which is sufficient reason for accepting the null hypothesis.

TABLE XXXVI

FIRST GRADE TOTAL GROUP 1967-68 CHANGE IN PSYCHOSEXUAL IMAGE

Total Variance Data Divided into Two Components

Components	Sum of Squares	Degrees of Freedom	Mean Square
Between groups	84	1	84
Within groups	188	50	3.76
Totals	272	51	

$$F = \frac{84}{3.76} = 22.34$$

The obtained F is larger than that required for significance at the .01 level of confidence which is sufficient reason for rejecting the null hypothesis.

only chance variation between the two sets of scores. Analysis of variance reveals that the variance between groups (November vs. May testing) is greater than the variance within groups. This difference in variance is so large as to indicate that there is less than one chance in one hundred that the obtained differences in role identity scores may be due to chance fluctuation. Thus it may reasonably be interpreted that a very real modification of the factor measured, presumably sex-role identification, was attained during the time interval between tests.

The great surprise came when the evaluation indicated that the little girls had become more ladylike. This possibility had not been anticipated during the planning phase of the project. It was suspected, however, that daily contacts with a male figure might cause the little boys to align themselves more strongly in the male sex role identification direction.

A second objective was: *To provide better understandings of individual students by having the same man teacher progress with a class through grades one, two, and three*.

The confrere moved from second to third grade with the same group of children for the first time during the past year. The second confrere moved with his group to the next level which enlarged the possibilities available to determine the greatest asset of this arrangement. The men moving with the grade level is one area of the project that provides a great advantage for the children. To move to a new homeroom teacher presents a tense situation for many children. The man provides a close acquaintance for immediate identification which decreases the tenseness of the situation.

The only means by which this could be evaluated was by observation during the first few days of school and by parent comments concerning this procedure.

It was evident that both children and parents were more secure. Both children and parents expressed their approval of this aspect.

The homeroom lady teachers too were greatly helped because the opportunity was there to gain immediate insights relative to the needs of the students.

Many early, informal conferences were held between the lady and man teacher. The hearing and visual problems received immediate attention as did other problems of major consequense.

Another valuable aspect of this part of the project concerns parent-teacher conferences. The confrere has been in conference with the parent which in itself provides an acquaintance which tends to bring about a relaxed atmosphere. This too is an asset when a home visit is made by both the lady and man teacher. This is very helpful especially in problem type situations.

Certain values of this phase of the project are cited in a text prepared by the three confreres. Each was asked to evaluate the project stating both the strengths and weaknesses. This part of the evaluation may be found in Appendix A.

II. a. Anticipated Results that Exceeded Expectations

Those aspects that exceeded expectations are those that primarily result from observation. An example of this is school behavior for the project group. The most noticeable improvement in this regard was most evident with the third year group. These children took the obligation of governing themselves in a self disciplinary way to a far greater extent than this age group in the past.

There also seems to be less student isolation. A grave concern in our society today centers around those children who seem to isolate themselves from others. A part of the project was to watch carefully for this type child and search for ways to get him involved.

Research would indicate that the child who is a "loner" is the child who possesses the potential for providing society with many major problems.

Attention must be drawn to a March 2, 1969 article "Study Indicates Early Traits of Murderers" in The San Antonio Light from which the following quote was taken, "Many murders could be deterred by the availability of male counselors and teachers in all elementary and junior high schools."

This was one of several conclusions resulting from a study requested by Governor Connally in Texas.

Stuart L. Brown, M.D., Baylor Medical School, was a member of the group whose assignment was to study characteristics of murderers in Texas.

Correspondence with Dr. Brown brought a twenty-two page analysis of the study. Since it is confidential material quotes cannot be made in this evaluation; however, it can be said that results of his study might indicate that the Primary Male Educational Confrere Project could well be the most important educational research project of the century. The difficulty is, "How does one prove that a child was saved from committing murder?"

Another quote from the San Antonio Light worthy of notice here is, "Potential murderers begin evolving in elementary school when they find they have no friends to play with and no fathers or other dominant male figures to look up to."

An AP news release from Moscow in the Soviet Union indicates their concern for the lack of men teachers by saying, "A boy who misses education from men in his formative years is doomed to a limp, debilitated development."

Another aspect that exceeded expectations was the playground activity. The little boys became involved in team activity much earlier than they have in the past. Football and basketball games voluntarily continued after becoming established have brought very fine results.

II b. Results that have not Measured up to Expectations

Probably the most disappointing aspect of the project has been the inability to completely carry through the original thoughts on team teaching and working more specifically to meet identified needs of children. The lack of total involvement of both teachers when the man is in a room is an area that needs much more attention given to it by the teachers and project director. A willingness to explore new ideas and methods must exist to receive the greatest benefit from the availability of two teachers in a classroom.

The confreres in particular must be willing to work long hours to plan, organize and prepare for the time that is to be in the classroom. They must look for ways to be of the greatest help to both students and teachers before and after school as well. More planning time is needed for the teaching team to plan the desirable approach for each to follow.

III. Project Effect on Educational Institution

Two changes, one positive and one negative, are to be cited here. The greatest positive change was in relation to student behavior. Over-all student behavior in the primary area was greatly improved. This does not mean that there was no noise or misbehavior of any sort. It does mean, however, that children seemed to be more themselves.

The negative aspect centers around the attitudes of some of the staff members. Tradition and custom through the years placed a possible defensive feeling in the minds of a few of the ladies who worked with the project. Much of the blame for this feeling must be assumed by the project director for not having continuously worked to assure the ladies that the project was in no way a threat to the importance of their position and that its primary purpose was to add another dimension to the procedures taken in the education of children. Many times the false assumption is made that there is complete understanding of the intent and purpose of a project such as this and that everyone will have a driving desire to fulfill every objective to the best of each ability. It is certain that some have yet to recognize the great benefits that will come to children who have been involved in the project. This too must be expected because the research and thought that was given the idea prior to the writing of the project did not involve the teaching staff as much as it might have. These statements must be followed, however, by the thought that on the most part the staff did remarkably well to work together as closely as they did with as little friction as did develop. They are to be highly commended for the parts that they played in this three year study.

IV. Effect on Cooperating Agencies

Since a project of this nature requires fewer cooperating agencies there is nothing more to report than has been reported previously.

V. Dissemination of Information

The booklet, *PACE*, *Dissemination of Information Report for Primary Male Educational Confrere, and*

PACE, Request for Primary Male Confrere Continuation Grant, defines in detail the aspects of dissemination concerning the project from the time it was established to June 1, 1968.

Brochures defining the project are available for mailing to interested parties. A twelve minute 16MM film has been produced for the purpose of illustrating the project as well as identifying the need for a male influence with children. The Kansas University Film Library, Lawrence, Kansas will handle this film. A rental cost of $1.50 will be charged to take care of handling and postage. The U. S. Office of Education and The State Department of Public Instruction in Kansas will each have a copy to use as desired. The project center at the Hugoton Elementary School, Hugoton, Kansas will have two copies available for loan and the office of the Superintendent of Schools, Hugoton, Kansas will have one copy for loan purposes.

Requests came from fifteen groups in Kansas and Oklahoma for presentations concerning the project. A total of 363 people were in attendance at these 15 meetings. Slides, a tape, and a video tape were used in these presentations.

There have been over sixty inquiries for information outside the project area. Even though the exact number of unsolicited visitors was not kept a very conservative estimate for the three year period would be two hundred.

The cost of dissemination of information to date has been $250.00. Postage and certain other dissemination costs have been paid for by Unified School District #210.

VI. Phasing Out

Local tax problems prohibited the school board from funding in full the total program. There will be two confreres at work during the 1969-1970 school year and with all probability this number will be decreased to one for the 1970-1971 school year. The school board did,however, approve support of the project in a regular meeting held January 1, 1967. Tax problems can change plans, however, even though the choice might be to continue a practice

VII. Budget Costs Over Three Year Period

$70,364.75	Total Cost
*----------	Total Non-Federal Support
$70,364.75	Total Federal Support Under Title III, P.L. 89-10
----------	Total Federal Support Other Than Title III, P.L. 89-10

*The cost for the total project which includes teacher's salaries, building care, etc., would have been approximately $210,000.00, however, all but the $70,364.75 would have existed had there been no project.

APPENDIX A

EVALUATION BY CONFRERES

EVALUATION OF THE THREE YEARS BY CONFRERE

In the three years of working closely with my assigned youngsters I have developed a depth of understanding of them as individuals that is to be lost from their school experience hereon. I know what approaches to learning are of greatest benefit to dependent Laura, independent Brad, to David so quick and John so slow. I understand Ebben's insecurity, Mary's occasional remoteness, Scott's haughtiness, Alpha's fantasies, Wanda's shyness, Stephen's affection, Phillip's rebellion, Mac's impatience. I can compare my understanding of the children I've been with for three years to that I possess of the ones who joined my group within the past year. The difference is great. I know with conviction that the three year longitudinal aspect of the Confrere concept is of exceptional value in helping children develop personally and academically. I question now the wisdom of terminating the Confrere's relationship with a group at the end of three years. I suspect a better cut-off point could be established.

During the three year Confrere experience I have read as widely as was possible on the topics of why children need a daily relationship with a concerned adult male. The knowledge accumulated and surveyed in the light of my own experience has revealed that the Confrere concept provides one of the most deeply profound and practical solutions to a fault in the present culture of our land. Right here in our somewhat remote rural community that cultural flaw exists, let alone in urban and inner city areas. It specifically is that our children are dominated by women through at least the first twelve years of life. Proper sex role identification is thereby prevented with the result that we have and are producing too many young citizens with emotional and social maladjustment and learning disorders which all have sprung to some degree from faulty sex role identification. Juvenile deliquency, illegitimate pregnancies among juveniles, campus rebellion, and our notorious killings and assassinations have a traceable link to faulty sex role identification. The Confrere concept offers one practical means of coping with the problem and yielding a positive effect. It is no panacea but it can do so much good that it must be instituted broadly throughout our schools.

The greatest impact of the Confrere on children is in the area of emotional security. Several specific experiences come to mind. During my first grade year, Larry, whose parents were divorced, exhibited frequent strong need to just visit with me. The need was so great that Larry would leave his seat in the midst of the lady teacher's instruction to come talk to me. The topics were generally about what he was doing but interwoven was the fact that he had loved his dad and had memories of many good times with him. Larry's mother remarried during the following summer and Larry developed a close relationship with this stepfather. As Confrere for Larry in first grade I was able to meet a need that contributed to his emotional security.

Debbie is another example. Before first grade, her father was severely injured and left a vegetable with divorce the result. Her mother remarried a reportedly harsh martinet and was again divorced before I knew Debbie in the first grade. Debbie, too, exhibited such a strong need to talk with me that she would abruptly get up and leave a lesson to come to me. She and I established quite a warm relationship that year. Debbie and her mother moved away that summer but returned in time for Debbie to go through third grade with me. During the summer before third grade her mother remarried but Debbie was never able to accept her new stepfather. During the third grade year I was never able to re-establish that previous warm, understanding relationship with Debbie. She had become withdrawn from me but did confide in her woman teacher. The Confrere can fill a very real need in a child's life. Though he can't completely fill some needs, he has the potential to positively affect areas of need that are causing the child to negate his own personal worth and to develop anti-social tendencies.

Donald's parents were divorced when he was about four years old. Donald subsequently developed some effeminate tendencies, had no close friends, and rarely engaged in play with other boys. Donald and I established a pretty good understanding of one another but I strongly felt that he never completely accepted me because, so I thought, he seemed to subtly exhibit the belief that men weren't worthy creatures to identify with. Even when during our third year together his mother became engaged and married a freight trucker, Donald never really became any closer in his relationship to me. He was quite taken with his new stepfather so perhaps he has a chance to become a masculine person yet. Donald was the only boy of my group who, I felt, exhibited faulty sex role identification. Though I do not feel that I effected any change in that fault, I did try for I could see that Donald's social problems stemmed from it.

Sherry's father was killed in an industrial mishap before Sherry was school age. Her mother remarried before Sherry entered first grade. In school, Sherry continually, through three years, has had social problems although I believe she has shown improvement in relations with others. She always seemed to feel she had to bargain for my attention and frequently resorted to misbehavior to attain it. I've spent a lot of thought on Sherry trying to see how to break through and establish with her a relationship that could be of greatest benefit to her. My success has been minimal.

Stephen's parents divorced and his mother remarried before he came to first grade. Stephen's mother tended to be protective and to manage him to excess. He always seems less mature than his peers. His life with his stepfather seemed quite adequate with love and respect mutual between them but Stephen still exhibited an exceptionally strong need for affection from me. He enjoyed sitting very close to me or holding my hand sometimes. I never fully knew the source of this strong need of Stephen's but it was real and I could do much to fill it. I believe my doing so promoted his security and played quite a role in helping him enjoy school.

During my third year four children joined our group who I felt I was able to help. George's parents underwent separation after the family came here and George was visibly upset as the loss of his dad. George adjusted fairly well to the situation and I noticed a man-to-man style of relationship between us develop.

David was the most bitter child I've met to date. He was repeating third grade and arrived here near the end of the year after divorce was granted his parents. I took particular notice of him. visiting with him, complimenting his work or ability, encouraging him, showing him some affection. He got so he'd smile some with me. He badly needs men teachers henceforth.

Cheryl was a lovely Negro child with an abstruse background who arrived to reside with her "grandmother" and attend school. She didn't seem to feel that men were of much import to her world. Though I never felt I changed that outlook, I will always wonder what effect Negro Confrere would have on such children.

Raymond came to our third grade group near the end of the year. He and an older brother were sent here to reside with grandparents because a younger sister in California was so ill with an incurable disease that the parents felt it was causing them to neglect the boys. With Raymond too I made special effort to visit and show him affection. He did not reject me and I felt I filled a real need in the brief time I knew him.

The children of my group who resided with both parents also benefited from my contribution to their emotional security. There was one boy whose behavior was often exasperating to the women teachers and to me who changed noticeably when I began to show him affection. This seemed to beat him to the punch and worked for two years of my three years with him. Also there were two other children who were from homes that were always quiet and orderly and who had siblings many years older and parents who were older. They were often annoyed by the normal childish behavior of their classmates and I feel that I was able to alleviate their anxiety through my attitude toward the children and by discussing our needs. Several youngsters come to mind who seemed to be happy, well adjusted children from quite adequate homes but who exhibited a strong attraction to me. Both sexes have a like need for a daily relationship with adult males and my experience bears this out.

I worked extensively to improve children's attitudes toward themselves, their peers, and their environment. I know without doubt that men have viewpoints on disputes, aggressions, outrages, injustices, and expressions of feeling that are a bit different from feminine viewpoints. Consequently, my handling of such problems that arose among the children was on a tenor not quite like the ways of the lady teachers. This does not imply inconsistency nor disharmony between the Confrere-lady teacher team in handling such problems. I am aware now that my boys quite often brought their problems to me. Their problems were generally more physical in nature as compared to the petty personality conflicts brought to me by the girls. For the boys in particular, my work with their problems was obviously more satisfying to them and as such I have made a significant contribution to their sex role identification and masculinization. This is justification too for the Confrere concept. Its potential for benefiting children is vast.

My boys and girls learned and I'm sure some boys adopted some of my attitudes on cleanliness and grooming. Innumerable were the occasions when we discussed washing, bathing, shampooing, and care of clothing.

Other attitudes of mine to which they were exposed concerned proper conduct in the presence of and toward the opposite sex, integrity, and honesty, respect for others feelings, respect for laws, responsible and orderly conduct, respect for property, courtesy, table manners, attitudes toward a variety of foods, and satisfaction from work. Many others could be listed here.

Another benefit of the Confrere to the boys was in restroom supervision. It is much more desirable for this to be done by men than women in the boys' restroom. Several aspects arise relative to my supervision. It allowed me opportunity to exemplify and encourage cleanliness and good grooming habits. Proper use of restroom facilities was taught too as little boys often don't practice raising toilet seats before standing to urinate at the commode. I was consistent on this for all three years and believe boys take this much more to heart when instructed by a man. In third grade several boys of my group experimented with their range and aim at the urinals. I handled this by emphasizing disapproval of their choice of places for such experimentation knowing that it is not unnatural nor dirty for boys to try. That attitude plus the fact that one of my boys had to wash some wall and floor area after such experimentation quelled the problem. I wonder how a woman would have handled such a situation. A man's point of view here is very important to the healthy masculinization of boys.

On somewhat the same vein, I had some cases of obscenities being said or written in the restrooms. With the boys involved I took the point of view that all adults, particularly men, know these words but that they are judicious about where to use them. In my experience, the boys involved were ones rarely exposed to obscenities. I can't say what I would have done with a child in whose environment obscenities were a matter of course. Regardless, I'm positive that a man's attitude on the matter is significant to these young boys. A woman would likely attempt to suppress such incidents and cause strong feelings of guilt about knowledge and use of obscenities, practice that doesn't stimulate healthy masculine development. I don't intend to imply that I condone learning obscenities for boys. I don't. Realistically I believe learning about obscenities can't be avoided.

American elementary schools are grossly effeminate and therefore are alien places for boys and some girls with less ladylike talents. The boys particularly are handicapped by such total feminine dominance because they have been urged to become strong, independent, aggressive men. When they enter elementary school with its emphasis on the feminine values of conformity, docility, nonaggression, quiet, and dependence, they are confronted with a paradox that coupled with their inherent physical and verbal disadvantage at school entrance age defeats many. Boys hold a disproportionate edge in the number of cases of learning disorders and retentions. And among disadvantaged boys, school is commonly regarded as an undesirable place to be because of its feminine values.

The supply of men teachers interested in or willing to teach in the primary grades is totally insufficient to establish a balance of men and women teachers there. Now consider the Confrere concept wherein one male teacher can work with the same hundred children each day for three consecutive years. With one Confrere at each primary grade level, and as a community begins to expect its children to have a man teacher through the primary grades, the femininity of the elementary school environment has been effectively diluted. So doing helps young boys feel eager to come to school and that school is important to males as well as females.

The contribution of the Confreres to the environment of the primary grades occurs mainly in two ways. His masculine emphasis on independence and vigor complements the values emphasized by the women teachers and he brings to the learning situation elements unique to his male point of view that again complement the teaching of the women teachers.

In my three years experience with my assigned children I always took part in all aspects of the room environment. I participated in the ritual opening exercises. I went faithfully through the phonics drills to show that reading is important to men. I worked with every subject the children were associated with including art, music, and physical education. I made bulletin boards. I read stories to them. I checked their papers and did all of the myriad of tasks necessary to help children learn and progress.

I have discovered that teaching children in first, second, and third grade is rewarding work. I never felt that working with children that age was demeaning to my masculine image despite those grade levels having effeminate connotations. Besides being teacher, I must have been much like the father image held by most of my children because from the beginning to the end of the three years I was called "daddy" not infrequently.

During my first grade year I taught in much the same manner as did the lady teachers but I always was free to expand on any lessons in my own way. I developed many of my own aids to facilitate and enrich learning. These made a unique contribution to the first grade curriculum. I worked closely with the women teachers in planning lessons and in carrying them out. This cooperation allowed us to plan and provide specific help for the children exhibiting special needs. The reading and numbers foundation we worked to establish for each child was more fully accomplished because I was able to affect each child's progress as well as his women teacher. We used a variety of flexible groupings, teaching techniques and methods to carry out our efforts to provide each child as great a chance as we could for learning the needed skills.

Some aspects of my first grade work come to mind. My perception of children who lack the critical quality of readiness for learning has improved much because of the experience of these three years. We worked in first grade with children who were ready and others who were not ready for the learnings of that grade. I recall three, two boys and one girl, who were returned to kindergarten because of their lack of readiness. I recall too how easy it was for us to identify the children from deprived homes, homes characterized by family strife, and homes that had provided adequate training and background. We could identify potential drop-outs among our first grade youngsters. In all such cases we tried to improve the chances of these children being successful and staying in school. Because I was available to work with the children in each of the four rooms,each received a greater measure of individual attention, a factor which I hope has had positive effect on each child. Another facet of our attempt to get each child off to a good start was that I went to the homes of two boys who were confined because of illness and went through their lessons with them so that when they returned to school they were not at a disadvantage.

My experiences and contributions in second grade were quite similar to first grade. I continued to work in all manner of groupings with all manner of materials to help assure each child's progress in learning.

A noticeable change in the children occured to me when we began third grade. They had enough skills that they could now function in the academic program on a much more vigorous basis. In addition they seemed suddenly so much more mature, independent and diversified. My work with them seems to have had more vigor, color, and excitement than my first or second grade work.

Through the three grades the fact that my contributions to the curriculum were those of a man gave them a unique value. They may have been no better executed by me as by any lady teacher but the fact that it was a man doing them gave them a significance of unmeasurable value.

Because I worked with all the areas of learning and have enthusiasm for them all, none of my children as I recall, ever referred to any subject as being strictly for boys or for girls. This was accomplished through the scheduling for my teaching in first grade so that I never taught the same subject in a room on a consecutive day. As that year neared the end and through second grade, we arranged my schedule so that I taught a subject in a given room for at least a week at a time before changing to a different subject. In third grade longer units of time were devoted to the given subject before the schedule was changed and a new subject taken up. The fact that my children did not relate any subject to a specific sex role is pertinent particularly to the boys as it made them feel that everything we did was important to males. They are often reluctant to indulge in things they consider inappropriate to their sex role.

I am convinced that the teaching of the subject matter by a man is tremendously important to the attitude of young children toward education and I am likewise convinced that that is of no greater importance than the other learnings gained by the children through their three year relationship with the man. He stands as guide, model, and inspiration for the children. What they learn from him about being a person is of as much value to them as the academic learnings he brings to them. And as a man working with an age group where boys are at a disadvantage in maturity, simply his presence, interest, and ways might make the difference between enthusiasm and indifference and success and failure, to youngsters of both sexes but boys particularly.

Within the Confrere concept, team teaching is an inherent advantage to the children and the teachers. There are some problems, however, for the one man to have time for effective planning of team teaching experiences with four women teachers.

My three years experience made plain to me the value children receive when two teachers are working simultaneously in the classroom. The children spent much less time waiting for assistance. Individual children received much more specific attention to their needs which is quite important to their success factor and hence to their potential for staying in school.

The relationship between the Confrere and women teachers requires much communication between them, plus mutual respect, flexibility, a spirit for trying new ideas, and cooperation. During my experience communication was my biggest problem in relating to my women co-teachers. In addition some women teachers considered me a threat to them in their classrooms and it took much tolerance, patience, and hard work to convince them otherwise. The adjustment of one to the other, Confrere to women teachers, is critical to the success of the concept. The children can sense feelings of insecurity in the relationship between the Confrere and their lady teacher and this is most detrimental to the fundamental idea. I have experienced everything expressed here and every problem that arose was eventually worked out satisfactorily.

The total effect of this concept could be strengthened somewhat by arranging some way for the Confrere and women teachers to have ample time to plan together. In my experience there was not adequate time to study with them all the possibilities of working together to help the children because our schedules seldom allowed us much time free for such planning. In addition, the principal or supervisor could play a tremendous catalytic part in the freeing of communication between the Confrere and women to work out improvement.

Another thought to keep the Confrere concept at least as strong as it is presently is to avoid spreading the Confrere over more than four classrooms. Working in four rooms lends itself easily to scheduling one room each period of a day and thereby maintaining a stable relationship with the children of the four rooms. The depth of relationship between Confrere and children would be impaired by him serving any more than four rooms daily.

Worthy of mention in this report are information on my daily record of my work and on how I helped disseminate information about the Confrere concept. I kept a daily diary of my experience. It has served a purpose of illustrating how a Confrere works and what his effect is on children. Here are some excerpts:

> Tuesday, December 13, 1966. Worked with the all-girl reading group in Mrs. B. room this morn. After assignment was read we took turns acting out one page and working on expression. I seemed behind time all the rest of the day. Just when I got a writing session under way in Mrs. E. room, it was music time. We were half way through a weekly reader in Mrs. C. room when it was recess. Did a math lesson after last recess in Mrs. M. room and worked on Tip and Mitten vocabulary and on letter sounds with Kathy after school. Brent is really

tagging me. He swaggers when I notice him, he gives me writing papers (which are beautifully done) and he has me snap his jeans because the snap works so hard. Carla bugs me. She must tease 24 hrs. a day with her dad at home for no more than she respects me.

Monday, January 9, 1967. Worked with a reading group in Mrs. M. room. Mac and Tony were picking at one another and after a reprimand, Mac offered to shake hands with me to guarantee good behavior. By gosh, he stuck to his word, too! Also completed weekly reader with Mrs. M. class. With Mrs. B. class we developed a story for writing. All wrote same thing about winter, snowmen, sledding, and snowball fights. We discussed reasons for not throwing snowballs at school. Had math lesson in Mrs. C. room. Kids have some trouble interpreting the picture meanings on this lesson. Then we wrote number names for 2, 3, 4, 5, 6 .....combinations that make those. Kids discovered that each number has one more name than its own value. Listened to fun reading in Mrs. E. room. Alex sometimes bossy and uncooperative. Ebben awfully hard to get along with at times. He sets his mind as to how something is and won't give in, wrong or right. Worked with Lou Ann and Kathy in readiness today. Wish we could progress faster. Both are unable to concentrate well.

Wednesday, September 20, 1967. A good day. I worked with reading groups in Mrs. A. room. Tom is coming along pretty good in work habits and reading ability. This year he knows there is someone slower. His oral reading isn't word perfect but he gets the meaning fairly well. Tom doesn't have very good feelings about himself yet. Today he said he didn't have anyone to play with so I involved him in some football catch with me. Then when we were coming in, I remarked to him what a good day it is and he didn't think it was particularly so. Tammie wore a dress today. I can't recall her in a dress before. Phillip didn't work well for me in math today. The others did quite well. I had art in Mrs. G. room. I marveled at Dana who is usually so quiet. She really enjoyed the art lesson.

Monday, February 5, 1968. A good satisfying day. Had spelling lesson in Mrs. G. room....dictation of sentences. Accuracy was fairly high. Wanda does a very poor job of using her sounds. We split the class into two reading groups and I had mine read into the tape recorder, striving for good expression. After recess we had an English lesson on putting a sequence in order. Kids were sluggish. Donald is improving his writing. Wish I could spent more time with him. His father is apparently remarried and has another son because Donald mentioned having a half brother today. Discussed films viewed after lunch with Miss M. class....about how animals eat, kinds of teeth and beaks. We then began math lesson on telling time. Their understanding isn't too good on the time to the nearest five minutes. Mrs. A class was discussing animals too when I arrived there and we consequently had a short math lesson. Mrs. M. class very strong in math computation. I had them work a nines puzzle and when all were ready we played some multiplication bingo. They know their facts through 5 x 10.

Tuesday, October 15, 1968. Reading in S. room today. Didn't get all material covered as planned. I held two reading groups and that took away some of their working time. The kids were all so good and several needed to be close to me. Reading and English in A. room. Ebben was well-behaved. He had won first in 8 yr. old division of PPK contest over the weekend just past. He always wants me to eat lunch by him. Cheryl is certainly well accepted in the class. Science and Social Studies in D. room. We discussed what they had studied over the time I've been gone then discussed dry cells and magnets. Sherry birthday today. Brad is getting fed up with Ray's belligerence in their neighborhood. Short social studies period in D. room because of good film on sugar production. Class was well behaved but David wanted to talk too much as he waited for others to finish their work. Laura hung onto me a lot today.

Tuesday, March 25, 1969. A busy brief day. First period in D. room. Conducted opening exercises then after music had spelling and math. The math was a review of the measurement unit and had some good problems. I was particularly pleased with John's perception in the area problems. For English in D. room the kids are telling short stories to the class and rating each speaker on four points. David added to his story as he was before the class because he seems to get some satisfaction in having the whole class' attention. Alan did a marvelous job telling a story called "The Big Toe," and Jim did a good job on a story about him and some geese. Had math and science in A. room. Felt the class resisting the math somewhat but got them well involved in the science. S. class took a social studies unit test and though I felt they had worked hard their scores weren't so hot. Pattie scored less than 30%. For science we took apart blossoms to look for stamens, pollen, and pistils, using blossoms I got from the flower shop and magnifying lenses. Kids were highly involved and absorbed.

EVALUATION OF THE TWO YEARS BY CONFRERE

The joy, the concern, the affection, the cooperation and the learning experiences created by 90 children and four lady teachers with a man in the primary has caused me to realize that early childhood training and education has greater effect on a child's existence than any other span of life. A simple touch of hands or a quick smile have been the beginning tools by which I, a man, have wedged my way into the school lives of the primary children.

Because we are human, I have tried to encourage the children to be a part of the changing world. Often the time needed for a discussion of a child's concern has been taken from the reading or arithmetic period. But the understanding acquired more than makes up for the time lost from subject matter areas. With insight into their problems gained from one another, the children are ready to attack the subject area tasks.

Children often seek me to share their pleasures thereby, opening new avenues of teaching areas. Jonny's avid interest in "Hot Wheels" and the resulting enthusiasm for mechanics and automobiles has created a high motivational level. Through these toys we teachers had the opportunity to encourage Jonny with reading and arithmetic materials emphasizing cars and motorcycles.

My experience has taught me that men tend to make the content areas more relevant to boys. The experiences to which men relate cause them to use materials and ideas that have more meaning for children, especially boys. Richard was not interested in measuring flour or sugar for a cake. He did not relate to the measuring of material for a dress. But when Richard discovered that the bicycle tire was so many inches around he was able to measure the distance from home to school. Thus, leading him to calculate the feet and yards involved. He also found that his parents car held seventeen gallons of fuel. He then computed the pints and quarts of fuel.

The reduced pupil-teacher ratio which results while the Confrere is in a classroom had definite advantages. Possibly the most important is the time we are able to devote to the individual or small groups. Through planning and discussions about the children we determine those children that need re-enforcement on a concept. Further, a small group having a similar problem can spend extra time working together with teacher guidance to seek solutions while the remainder of the class is able to extend their understanding of similar areas under the direction of the other teacher. While two teachers are working in the classroom twice as many children can receive individual attention.

Different teacher approaches cause children to react differently. While teaching a total class I was encouraging the students to discover for themselves a special concept. Some background work had been completed to provide the basis for reaching a conclusion. The children did not discover nor understand the concept. Later the lady teacher had opportunity to present the same material, but in her own manner. The children seemed to comprehend totally the ideas presented by the lady teacher. Occasions have seen the opposite true. During the time I have the total class for an activity the lady teacher is free to observe the children as they react to the masculine personality. This time is beneficial because the lady can learn much about the children through her observations. She may also be preparing and evaluating other lesson materials.

During my first grade experience two lady teachers and I planned and executed a very satisfactory team teaching situation. We introduced a general area of arithmetic to each class on the same day. Through evaluation the children who gained a good understanding of the concepts were grouped to do fun re-enforcement and enrichment activities directed by a lady teacher. The other lady teacher and I worked with small groups to reteach for better understanding. This type activity was used several times with a high degree of success.

Art activities have combined two classrooms during the second grade year thus emphasizing special talents of teachers with other teachers assisting the children.

The lady teachers help plan the Confrere's schedule. Through the lady teacher's co-operative planning the Confrere's role is strengthened. The ladies and I may plan special activities to meet the needs of the children or an individual. Often informal discussions between us teachers about a child will help to clarify for both teachers that child's strengths, weakness, and needs. Every attempt must be made to keep in mind the fact that the child is the most important part of this project.

My schedule has been very flexible. I often do not teach the same subject in a class every day. In a typical week I may teach reading on Monday, writing (both creative and practice) on Tuesday, science on Wednesday, arithmetic on Thursday, and art or weekly reader on Friday in a single classroom. Since the man teaches everything that the women teachers teach no one subject is considered masculine or feminine. There are times when it is best for the children for the Confrere to follow up on a day's activities the next day. The very nature of children to be different, requires the nature of much of the Confrere's work to be flexible.

Teacher cooperation and communication are the basis for a successful "Man in the Primary" project. As the lady teachers learn the characteristics and talents of the Confrere and he theirs, communication lines are opened to serious planning for the benefit of the children.

Conferences between the lady teacher and the man in the classroom allow the children to see the male-female cooperation. Short conversations between the teachers demonstrate to the children a harmony of well-being. Children may witness teachers in disagreement but respecting each others ideas. Each of these situations re-enforces the masculine-feminine roles.

As the teaching team is able to evaluate each child the feminine-masculine personalities visualize the child differently. The lady teacher was upset because Ronnie had hit David to get his pencil returned. I was rather pleased because Ronnie had never displayed a willingness to exert his own rights. Although I was pleased with Ronnie's reaction, we helped Ronnie realize that his method was not acceptable. Still, I encouraged him to stand up for his own rights.

When a new student enters school the Confrere can do much to make that child feel at home and help him become acquainted with other children. The regular teacher does not have to take a long time away from the class to help the child become adjusted to the new surroundings. The change of schools may mean a drastic change in basic approaches to subject areas. The Confrere may be able to help the new child become accustomed to new terminology in subject areas, schedules, and playground rules.

Lady teacher-Confrere communication with parents has been important to the child. During regular parent-teacher conferences parents seem pleased to have two teachers discussing their child. Frequently, one teacher is able to provide insights gained while observing the child that would have been unheeded by the instructing teacher. Parents, especially fathers, have consulted me about happenings to boys that they were reluctant to discuss with lady teachers. Dale was being harassed about a slight sexual deformity by the boys. He was very reluctant to go to the restroom with the other boys. He did not want the lady teacher to know about his problems, but the father felt that he could discuss the matter with me. In a man-to-men talk the boys learned that Dale's problem would be corrected by surgery much as an appendectomy. They seemed to realize that this was a type of illness so stopped their teasing.

While Tom was convalescing from burns I was able to spend time at his home to help him with his lessons. Kaye and Faye spent two weeks in the hospital but returned to school without missing any important concepts. The respective lady teachers helped me prepare lessons that I presented to them in the hospital during the day while the lady teachers were conducting their own classes.

My relationship with children from discordant or broken homes has filled a definite void for those children involved. Diana called me "daddy" and wanted my affection desperately. When mother began seeing a man friend whom she later married, Diana's attention and affection went to the new father. Jamie talked man things to me because he was disgusted with mother. Kaye and Faye have needed reassurances during the unhappiness of dad's leaving. Kaye resented my attention, but eventually sought my security. Faye confided to me that there was much unhappiness at home and that dad was going to leave.

Adopted children have each had special problems. Mark, adopted at age four, from the slums of Panama has sought affection and acceptance. LeAnn, the only child to adopted parents, has been over-protected. She had to learn to accept new situations. She cried for mother at the beginning of each school year. We learned that by being firm and placing definite instructions she would adjust to the situation without mother. Another boy has been of special concern because he told tales about his father and the home which I almost accepted as true. His mother revealed to us that he did not know that he was adopted. We wondered if he had learned from some other source that he was adopted thus seeking attention through his stories. It may be worthy of mention that since the boy's parents explained his adoption he has performed more successfully in the classroom and the stories have ceased. The child who is fortunate in having both parents in the home can assume incorrect sex-roles. Steve's father is a robust man-man. He has taught Steve to take care of himself ....by force if necessary. Steve is not a child who thinks only of himself. Occasionally he exhibits fine manners and seems pleased with the praise which resulted. Steve has high leadership potential and used it to organize groups of children to help him "take care of" some child that disputed a friend's or his own ideas or actions. I have attempted to encourage Steve to discuss his problems with me before he acts against another child. He has solicited my advice innumerably, each time seeking verification for his actions or planned actions.

Vicki,too, identifies strongly with father to the extent that she wanted her hair cut short and demanded jeans and slacks for school clothing. She implied that women were of no consequence to this world and that "she was going to grow up to be a man." Vicki seemed relieved when I walked into the classroom at the beginning of her first grade year. She left her desk to show me a ball-bearing her father and she had taken from a machine. When Vicki wore an outfit which was more feminine we complimented her appearance. She seemed surprised, but pleased when I told her how pretty she looked when she wore a dress to school. Whenever she does wear a dress, which is more often now, she always wants me to comment.

The masculine role compared to the feminine role in the same classroom allows the children to evaluate the role into which they will pattern their lives. Having a very dominant feminine figure in early life without the necessary stabilizing masculine influence caused Byron to select the seemingly more desirous feminine role. Byron had not developed toilet habits customary to other boys. This caused him to be very conscious of his seeming difference. He would not accept boys as playmates as he felt they were rough and unmannerly. He rejected the friendly advances of boys in favor of playing in girl dominated games. Byron did not readily accept me as one of his teachers. He tried not to respect the good experiences we shared. He would often ask me a question then go to the lady teacher to verify my reply. My authority was questioned constantly. The teaching team encouraged Byron's father (who has become a stronger person) to find some one thing they could both enjoy. Using this as a foundation Byron is realizing that father and men have important roles in life and is adopting characteristics to fit his new role.

A concern from my experience has caused me to ponder: How formal in my attire should I be with the children and the parents? During a parent-teacher conference with Vicky's father I felt that he was not comfortable in his everyday western apparel while the lady teacher and I were dressed more formally. He was defensive of all that was said to the point that it seemed we were not really discussing his child. Several days later away from school I also was dressed in jeans and western shirt. Vicky's father did not recognize me as his child's man teacher. After I introduced myself the father realized that I was human. He was relaxed and discussed freely some of Vicky's problems. During the summer three of the children saw me in farm work clothes. They expressed disbelief that I would wear clothes that they see men in all of the time. I suspect that they thought I was a store mannequin who stepped out of the window to come to school. In informal discussions children have remarked that they have seen me in sport clothes and doing informal activities. Danny once remarked, "Do you always wear a necktie? Even to bed?"

I have observed that more children are actively engaged in some type of physical activity while the man is on the playground than when only women are on the playground. I believe this is a result of the man's participation and enthusiasm for action. Active participation in games and activities on the playground enables the children to maintain an easy rapport with the man. Children are thrilled when I race with them. They thrill at being pushed the highest in the swings by the men. More organized games are evident since men are on the playground. Playing catch with a child, then including other children, until the children are playing without me allows the man to encourage child acceptance without "talking" about it. Melvin was a shy child. He lived on a farm, away from the opportunity to learn to join games. He really wanted to play football with the other boys, but was afraid to join without being asked. While Melvin was playing catch with me he was observed by one of the football players as a good passer. He was asked to join their game. Now Melvin is respected for his ability in physical activities thus becoming a much more outgoing person.

Children have come to realize that men enjoy all games and activities. Jumping rope was considered a girls game by the boys until I began to jump. I encouraged the boys to try by showing pictures of boxers jumping rope for their training. The girls are gaining an appreciation for ball games through discussions of rules and ideas about the games.

My participation in the music classes have been important to the children. Infrequently, I will attend a music class to observe the children or to join in one of their musical games. While observing a music class I discovered why Stacy was always ready for music. Music allowed Stacy to feel good about himself. This is the bright spot in his day because he has learning difficulties. We have used this information to help Stacy build a better self-image by using his talent in the classroom.

An important development that I feel is a result of the Confrere program is the exchange of ideas, special knowledge, and talents of the lady teachers. Some of the lady teachers exchanged classes to add interest and even another personality to enrich academic and social well being of their students.

The knowledge and background that I have gained of each child will not be lost for next years teachers because I will be with the class. The information I will give to each teacher may save some child an uncomfortable experience. The reasons for Jeff's living with grandparents, Mark's aggressiveness, Jamie's dependence, Mike's defensiveness, Russell's squirming, Judy's reserve, Doug's outbursts, LaAnn's tears, and Gail's fears will be known and each need may be satisfied because the lady teacher had the information necessary to deal with each child. Further I will be able to inform the lady teachers of special interests which may be used to encourage independent or remedial study. I regret that I will not be able to accompany my children through all of their elementary school years.

On numerous occasions I have participated in events which allowed me to disseminate information about this project. On four occasions the Confreres have presented programs to large innovations conferences. We have also presented videofilm and slides to service clubs and professional organizations. We wish to inform everyone possible of the work we are doing because it could have a tremendous impact on education. The project has been so successful in our rural community, we are certain that it could be used to great advantage to children in any locale, both urban and rural.

EVALUATION OF THE ONE YEAR BY CONFRERE

My philosophy of education includes providing the best possible education for the largest number of children with whom I am associated. For this reason, I was immediately attracted to the Confrere program in Hugoton, Kansas.

It is not difficult to recognize the concern for children among those involved with the project. I personally consider myself fortunate to have the opportunity to work in such an innovative educational atmosphere.

Working with four lady first grade teachers and approximately seventy first grade children has provided the means for an education in itself. The program has enabled me to observe different approaches by the teachers and the responses obtained by each method. Because I have been able to observe a large group of children, I have developed a greater understanding of primary children.

The gain of personal experiences has made me realize the importance of the beginning of a child's education. Prior to this time I had assumed it was quite significant but did not realize the full importance. It is my belief that my experience in the program will better prepare me for future aspects of education. Working with younger children has permitted me to develop an insight into primary education which would not have been possible otherwise.

Since I will continue through the second and third grades with the same group of children, I will be able to benefit their educational careers further. Knowing the children as I do will allow me to pass on valuable information regarding individuals to their successive teachers. When a child's new teacher can get pertinent information quickly it facilitates a minimum time loss in starting the new grade. The new teacher will not have to check and evaluate each child and his records to the extent she ordinarily would without my knowledge of the children.

It is my opinion that the Confrere concept helps the child to develop his social skills and emotional characteristics. Boys as well as girls benefit from their association with an adult male. Each child is able to observe the man's actions and characteristics and to draw personal conclusions regarding the male teacher.

A few of the children in the first grade did not have the benefit of a father at home. Some children live in unstable homes which are threatened by marital turmoil. Other individuals reside in homes where one parent has remarried and they are under the influence of a stepmother or stepfather. A child is living with his grandparents and another has only his mother because the father is working in another city until school is out. Several children have entered school after the term had opened. At the same time the children from "normal" homes benefit from their association with a man.

The children from broken homes identified strongly with me throughout the year. One boy enjoyed visiting with me privately but often seemed jealous of my affection toward other children. A girl, who does not particularly enjoy visiting, seems satisfied to hold my hand or to have any kind of physical contact with me. Her mother and father were providing a happy home for her when he was taken by death about a year and a half ago. Some of the needs these children have are definitely being met through their association with me; I take extra time for each of them merely to do what makes them happy.

Children from homes where marital turmoils exist seem to suffer more mental anguish than the children from broken homes. A girl who was normally affectionate suddenly ignored me. I realized something was wrong. A previous visit with her parents had led me to believe they were providing the child a happy home. To my astonishment, I learned her father and mother had separated. Her relations with me were quite reserved for several weeks, but I eventually won back her trust and affection. Her parents are back together now; however, a great void was filled in her life when she needed it the most. Another boy's parents were not congenial at home. Although he seems quite preoccupied at times, he does not require any special attention. My hope is that he has benefited by seeing his lady teacher and me work together in a cooperative manner.

The children who are from homes where there has been divorce and remarriage have also presented a challenge. Without exception, these children have been somewhat maladjusted. There is a young man who is living with his mother and stepfather. His father seemingly never has time to develop a wholesome father-son relationship. The boy has an older brother who is residing in the boys' state reformatory. The brother at one time involved the first grader in shoplifting activities and remains a hero to the youngster. I have discussed activities which require breaking the law with this boy and have tried to help him realize how futile they are by asking him to tell me some of the good which comes from them. I do not plan to become obsessed with his problem; I believe I can help him by setting an example for him and reinforcing his conscience against breaking the law during the next two school years.

Other children living with stepfathers have less severe problems which are brought about by some basic emotional disturbance. These children have a lack of self-confidence and are generally under-achievers. Much affection and interest in what they are doing seems to help them develop confidence. Their self-image is often improved by encouraging them to be more expressive in work and play and by implementing the success syndrome.

The boy who is living with his grandparents is a perfect example of an ill-adjusted individual. He has a young uncle after whom he patterns his activities. The young lad's thoughts are centered around being the class"bully" and fighting. We have visited about his social attitudes this winter, but I feel somewhat disappointed with my progress. The pattern certainly must be embedded deeply in his mind now, but I am greatly encouraged by the thought of having him for two more school years. I have not yet raised my white flag of defeat!

Another unfortunate boy is being deprived of a normally good relationship with his father who is working in Chicago until school is dismissed. He had been serving in Viet Nam and could not find a suitable job in our community upon his discharge. The family will move to be with him soon after school is out. The boy has not hesitated to substitute me as his "temporary father." The male image provided has, no doubt, been extremely important to him at this particular stage in his development.

During the school year, several families have moved away and more families have replaced them. The children who move in during the year receive help in making the social and emotional adjustments in the new school. I have been able to help these children get adjusted to their new classmates by involving them in group activities at recess and during class. Additional attention has been received in the area of academic adjustments, such assistance must take place when a child has moved from one school to another.

Some children who are from relatively happy homes have benefited tremendously from the associations with a man teacher. Three boys immediately come to mind in this category. The first lives in a home where both parents are present and living together quite congenially. The child is the youngest member of the family, with the next older sibling being eighteen years old. His father is sixty-seven and his mother is forty-seven. A great generation gap exists in the family and he has been over-protected. The results are a subsequent immaturity and lack of readiness for school.

Another boy who lives in a concordant home is not allowed a normal relationship with his father who is a truck driver and must be away from home most of the time. The child has a very close relationship with his mother but lacks sufficient exposure to an adult male.

The third boy also lives in a home where the father is absent much of the time. The father is a world renowned rodeo clown and the boy idolizes him. During the first months of the school year, he was withdrawn but as the time passed, he became more friendly with me until we now have a fine relationship.

The children who are living in homes with no apparent problems also benefit from having a man teacher. They, like all the other children, can observe the interactions between the man and their lady teacher. All the children are away from their fathers during the day and therefore enjoy associating with a man during the day.

The needs of a child who was sent back from the second grade were indeed apparent. He would not utter a word during the weeks he attended the second grade and was reserved for several days in the first grade. Because such a poor background in experiences both at home and at school, he could not function well. Through an appreciable amount of encouragement and understanding on the part of those who have worked with him, a relatively well adjusted child has emerged.

The children who might be referred to as the "under-achieving group" have been improved through the availability of after-school classes. Such children receive more individual attention by both their man and lady teachers.

The children have all been able to observe the importance placed on academics by both men and women. As both teachers can be observed performing the basic skills, it becomes more important to learn these skills themselves.

I believe the children benefit from the difference in attitudes of men and women toward the subject areas. Different approaches taken to similar concepts help more children to comprehend with greater ease. Since the strength of one teacher may be the weakness of another, the children can see more enthusiasm in the subject areas.

The children also learn from the different disciplinary methods employed by the lady and the man. I have observed the children "playing school" during the time school is dismissed and before the busses depart. The boys usually assume the role of a man while the girls assume the role of a lady teacher. It is a lesson to watch them; one can quickly see in a few minutes their attitudes toward adults through a child's eyes.

Since the program has been activated, both boys and girls have an opportunity to make sex-role identifications. We observe the girls becoming more feminine and the boys become more masculine in sex-role traits. The boys can learn correct restroom behavior more quickly through male enforcement in the area itself, rather than thru the lady's classroom lecture. Some children, both boys and girls, naturally feel more comfortable to visit with their man teacher about their trials and tribulations than with their women teachers. In my experience, girls have approached me with personal conversations equally as often as boys.

More organized games have been evident on the playground since the men have been involved. Because of age, physical ability, clothing, and desire, I am able to participate to a fuller extent in the children's games than the lady teachers. My entering into the games wins a lot of the children's confidence and gives me an opportunity to know them in a different circumstance. The playground opportunity allows me to instruct children in the methods of playing new games and to observe them while they play.

My effect on the first grade children is unquestionably markedly significant but note should be taken of the effect I have on all the other children in the elementary grades. I am directly involved with the fifth and sixth grade girls in daily physical education activities. The mere fact of my presence no doubt affects all children's attitudes of education. My presence proves to all children that education is not a woman's world alone.

My presence at parent-teacher conferences is significant since it enables me to support the lady teacher's opinions and to inject opinions of my own. Parents seem to appreciate a man's opinions in matters concerning their children. Fathers have been quite verbal in conversations about their children with me. The parents also appreciate the additional attention made possible by the employment of an additional teacher.

My position lowers the pupil-teacher ratio from 1-17.5 to 1-14. Since one-fourth of each day was spent in each room, the Confrere or the lady teacher could assist children with make-up work while one member of the team directed activities with the remaining group.

An encouraging aspect of the Confrere program is the effects upon college students preparing to become teachers. The program has set a precedent which may be followed by other young men. One of Hugoton's male student teachers has accepted a primary teaching position for the next academic year in another school system.

Not a day existed during the year in which the children did not see cooperative planning between their lady teacher and myself; this planning was often a simple conversation between the two of us. It could have been observed in grade level meetings held in the first grade area. The children's observation will have a subconscious wholesome effect.

Teachers in the program recognize the importance of holding informal conferences with the Confrere concerning the strengths or weaknesses of a child. Since the Confrere is well acquainted with all children in the grade level, a lady teacher may visit with him about any problem which is encountered. Quite often an informal conference about an individual yields positive results for the child. The three Confreres consult for each other's opinions and professional viewpoints.

An additional advantage in the Confrere program is realized by the school district since his absence does not require the services of a substitute teacher. Several times during the year I was able to hold the opening exercises and begin the day in a classroom for teachers who had suddenly become ill. The program is quite flexible and may be quickly adapted to meet the needs of the school.

Numerous occasions existed during the year when I would assist a lady teacher in various ways under the auspices of being a gentleman; this, too, will have an effect upon the children. Innumerable occasions arose when I would present a lesson which did not merit team-teaching. During those times the lady teachers were able to concentrate on the evaluation of the days work or on preparation for the next day. Conversely, I was able to prepare many supplementary materials being used to teach or re-inforce concepts. During periods of team-teaching the children received attention more readily than when one teacher was in charge of the class. There were many times when I was thankful for having the lady as a team member who could help individuals during the time I was presenting a lesson to the total group. Help could be rendered to individuals experiencing some difficulty while I went ahead with the remainder of the class uninterrupted. The converse of this situation also occurred.

To make a program of this type function well communication between the five first grade teachers had to be excellent at all times. Any time the communication between man and woman teacher lagged, the effectiveness of the team diminished.

Although one member of the team might have a specific subject matter strength, as previously mentioned, care should be taken to share equal responsibility for teaching that subject. I felt the children in some rooms had stereotyped me to a certain degree in science and in the Weekly Reader. I taught all subjects regularly but was more responsible for the two areas mentioned.

An area of concern with me this year was the relationship between myself and individual first grade teachers. At times it became difficult to maintain a wholesome working atmosphere between myself and particular teachers. I believe this condition could be improved if each Confrere could be trained in subject matter materials and primary curriculum development. I was slow in adjusting to the working atmosphere and did not fully understand my role as the fifth member of the team. Conditions could be improved if the lady teachers were made more aware of the role the man fills in moving from classroom to classroom. Each teacher is an individual and the man is obliged to conform to individual teacher's standards.

To conclude this report, my experiences as a first grade teacher have been the most rewarding ones undertaken in my career. I look forward to the next two years with the children with mounting enthusiasm. The program has been highly successful and its implications upon the education of our nation's children will prove to be profound.